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ABSTRACT

In an effort to translate their students' inert, classroom learning into action aimed at generating a common good, a quest for citizenship, a paradigm of morality, Morris Brown College (Georgia) instituted a service learning program. One of the program's goals is to strengthen the connection between African-American institutions of higher learning and the communities in which they are located. Teachers are required to move from routine, simplistic teaching methods to that of mastery, illustrated in the application of theoretical concepts leading to the actualization of tangible results. This monograph describes the college's Reclaiming Our Community (ROC) program in photographs and text organized into sections on the planning stage, the implementation stage, the evaluation stage, and recognition. The project has included a Community Service Fair where students, faculty, and non-profit representatives discuss solving the nation's and their community's problems. The booklet includes the program's procedures for implementing volunteer student and community agency programs; Community Service-Learning Post-Assessment forms; the form for evaluating students; and the form for student use in evaluating the program. (MAH)

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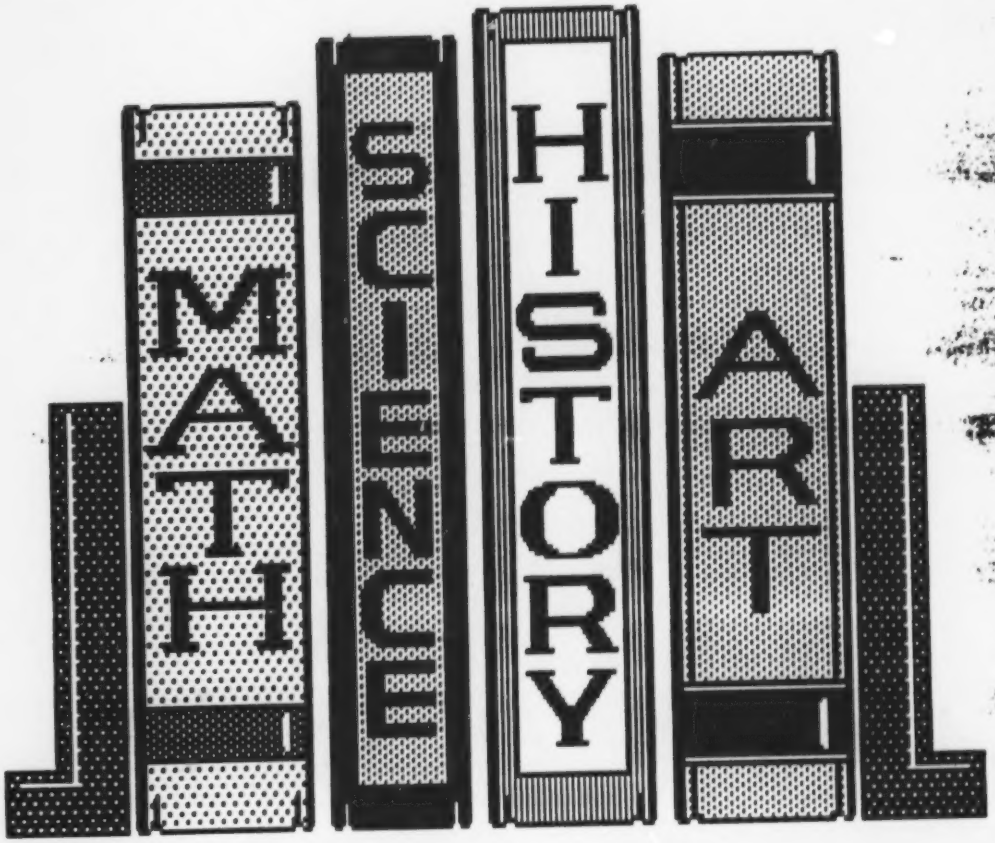
SERVICE LEARNING

ED 401 854



"BRILLIANCE" ENTERTAINED

HE 029 767

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SERVICE -LEARNING
"BRILLIANCE ENTERTAINED"

"To give pleasure to; to amuse; to receive as a quest; to welcome; to consider or hold in the mind." It would appear Webster had the basic elements of service-learning in mind as he defined **Entertain**. What faculty person does not strive to enlighten his pupil with a working knowledge of his chosen field. Service-Learning provides opportunities to put that inert knowledge into action aimed at generating a common good; a quest for citizenship; a paradigm of morality.

Its' doctrines promote an evolution in teaching techniques. A transition from primal to advance. A shedding of routine, simplistic teaching methods to that of mastery, mastery illustrated in the application of theoretical concepts leading to the actualization of tangible results. Promoted through the entertaining of an idea, service-learning transcends the classroom and enters a larger laboratory, our dying communities.

Armed with knowledge students venture out into the unknown with only one certainty, that is, the manifestation of viable solutions to everyday problems which everyday citizens fail to challenge, fail to entertain. Subject areas are as diverse as curriculums. Each beaker offers never-ending opportunities for new discoveries, new concepts, pleasure personified through the successful solution to a complex issue.

Afterwards in the glow of victory, students, teachers and community residents can reflect upon a job well done. While in the distance a new challenge awaits, promising new pleasures of discovery and amusement in essence **Entertainment**.

Submitted by: Alvin Lindsey
Morris Brown College
Assistant Director;
Community Service

HBCU FACULTY DEVELOPMENT WORKSHOP

"REACHING OUT TO MAKE CONNECTIONS"

SERVICE LEARNING
BRILLIANCE ENTERTAINED

I. Planning Stage

- A. Agency Orientation
- B. Student Orientation

II. Implementation Stage

- A. Community Service Fair
- B. Entertaining Brilliance

III. Evaluation Stage

- A. Student Reflection
- B. Post Assessment
- C. Agency Evaluation
- D. Student Evaluation

IV. Recognition

Facilitator: Alvin Lindsey
Assistant Director
Community Service
Morris Brown College

PLANNING STAGE

Morris Brown College
Career Services and Cooperative Education
643 Martin Luther King, Jr. Drive, N.W. • Atlanta, Georgia 30314-4140
404/220-0338

In an effort to formalize the volunteer process for Project ROC, the following procedures should be implemented by both participating students and agencies. Please make note that all forms and their completion should be followed accordingly.

II. Participating Agencies

Steps	Activity	Purpose
Step 1	Introduction to Project Roc	Orientation on services provided by Morris Brown for the community
Step 2	Application Form	Secure background information on participating agency
Step 3	Memo of Understanding Form	Outlines expectations of Morris Brown for participating agency
Step 4	Site Visit Form	Records ability of agency to facilitate a safe and meaningful volunteer experience for students, inclusive of programs offered and overall environment
Step 5	Attendance Form	Used to maintain accurate records on individual student volunteers
Step 6	Agency Evaluation of Student Form	Documents agency perception of student volunteers

• Although never anticipated in the advent of any grievance of a particular student by a participating agency, Agency Grievance Forms are available by request from the Center for a Global Workforce & Community Service. •

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404220-0338

In an effort to formalize the volunteer process for Project ROC, the following procedures should be implemented by both participating students and agencies. Please make note that all forms and their completion should be followed accordingly.

I. Participating Students

Steps	Activity	Purpose
Step 1	Pre-Assessment Form	Allow students an opportunity to record their initial perception of community service-learning
Step 2	Community Service Presentation	Prepares students for their transition from observers to advocates of service
Step 3	Introduction to Project ROC	Orientation on Morris Brown's stance on serving the community
Step 4	Application Form	Secure necessary background information on the student
Step 5	Training Session	Prepares students with vital information prior to volunteerism
Step 6	Memo of Understanding Form	Final form outlining expectations and guidelines for students prior to volunteering
Step 7	Attendance Form	Documents the students recorded hours at their volunteer site
Step 8	Student Evaluation of Agency Form	Documents the students impression of their volunteer experience at their participating agency
Step 9	Post-Assessment Form	Allows the student an opportunity to record their final perception of community service-learning

* Although never anticipated in the advent of any reported grievance with an Agency by the student, Student Grievance Forms are available by request from the Center for a Global Workforce & Community Service *

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IMPLEMENTATION STAGE

The Community Service Fair is an occassion of connection, bringing the community and its leaders onto our campuses. The energy is ecstatic. Students, Faculty, and Non-Profit Representatives collaboratively discuss innovative ways to solve our nations problems. It is a moment when ideas are entertained and minds and bodies are engaged as they prepare to rid our communities of the injustices by which they have been plagued.

AIDS EDUCATION SERVICES FOR MINORITIES

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AMNESTY INTERNATIONAL

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BOYS AND GIRLS CLUB

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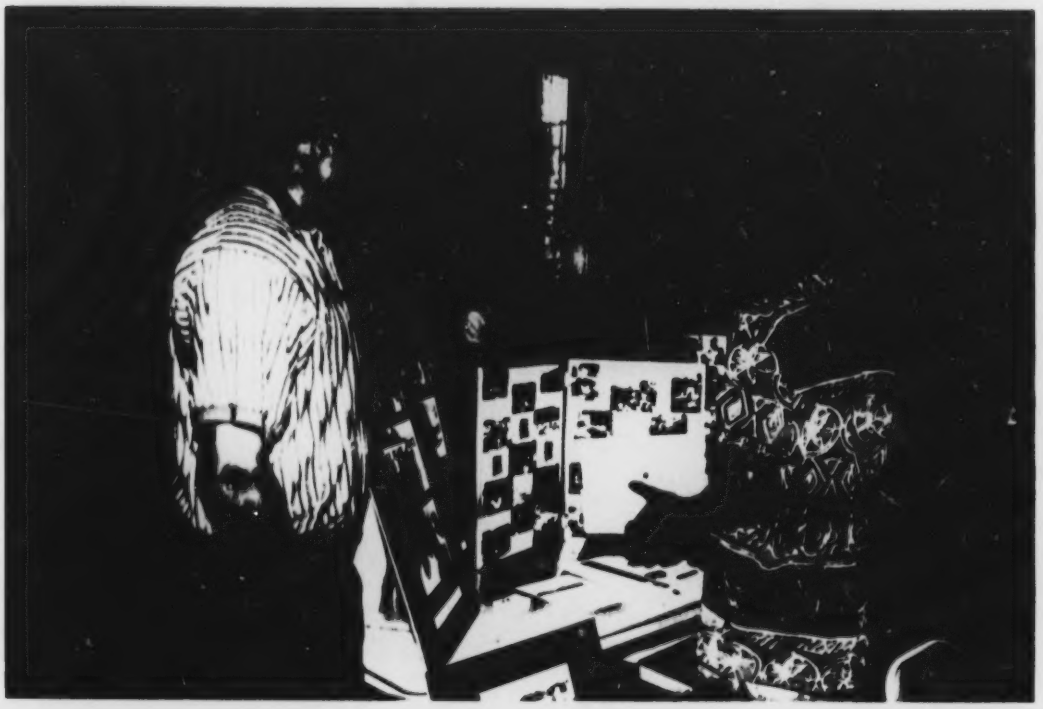

CAPITOL AREA MOSAIC

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COOK ELEMENTARY

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JUNIOR ACHIEVEMENT

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WESTLEY COMMUNITY CENTER

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WORLD RELIEF

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Victory is when our students see themselves in a different light.

When they see themselves as tools of empowerment for our nations troubled.

EDUCATION PROGRAM

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ARCHITECTURAL PROGRAM

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EVALUATION STAGE

REFLECTION

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MORRIS BROWN COLLEGE
Project ROC: Reclaiming Our Community

REFLECTIONS

Students enrolled in the New Student Orientation Course at Morris Brown College participate in the Community Service Program by completing 30 hours community service. Students have an opportunity to evaluate the services offered by community agencies, determine if these services are meeting the needs of the community, and analyze their pre and post attitudes involving community service. Listed are some of the **wonderful reflection comments** from students.

> John Dewey, in "Experience and Thinking," wrote:
> ...how much keener and more extensive our observations and ideas would be if we formed them under conditions of a vital experience which required us to use judgement: to hunt for the connection for the thing dealt with.

REFLECTION QUOTES FROM MBC STUDENTS:

Stephen Kioko, Atlanta Project
"Therrell High School was a good experience for me. It made me realize that I could really help someone else. Eventhough I worked with A.I.D.S. patients and the homeless in Kenya, this was totally new to me as I am basically impatient". It taught me patience and integrity towards other people. Some of the students were shy but this only enhanced my communication skills as I tried to make them more active. The Therrell students helped me find a side of me I did not know about and that was patience. I also learned self-confidence. I would gladly continue this program in the future. And I would like to congratulate The Atlanta Project for the great work they are doing for the community. In my opinion community service is a wonderful experience.

Andre E. Christopher, Friendship Baptist Church Mentor
"When I started my community service, I was only in it for the hours needed for my New Student Orientation Class. As I attending each Tuesday mentoring session with the boys, I grew on them and they grew on me." I got hands on experience dealing with little boys, these boys remind me of myself, because I grew up in the same type of environment in public housing. After I completed my hours, I continued my community service, because I saw the boys needed me. I was not the only mentor who loved the boys, the other **eighteen** guys in Wilkes Residential hall did too. All the guys who mentor to the boys at Friendship Baptist Church are from Wilkes Hall and so am I. **"We have dedicated ourselves to the boys".**

Joanne Jones, Wesley Community Centers Inc. (Parentime Program)
"Pre attitudes can be a hinderance to one's life. Many ideas can formulate in your head that may not be of complete truth. My pre experience with community service or shall I say pre-experience attitude was a negative one. I felt I did not have enough time, or how could little me make a difference, because I'm just one person. Well wasn't that a lie. **Thank God for post experience attitudes**. I love community service because it is rewarding work and I do make a difference because it is not just little old me, it is me plus the next person plus the next person. As a matter of fact, my community service will be extending past the New Student Orientation class." There are people in this world that need the help and are looking for someone to support them. In the end community service will benefit both yourself and the persons that are helped. Don't let pre-experience attitudes keep you from helping because a long term attitude will result in long term community suffering.

Marcus Starnes, Atlanta Project/Therrell High School (Tutor Mentor)
"I personally, am very glad that I participated in the project simply for the fact it works. As I talked to the kids, I got the feeling that they were truly interested in what I was telling them". Before I began my community service, I was reluctant because I felt it would be nothing more than boring sessions between **bored college students** and even more **bored high schoolers**. Fortunately that was not the case. I look forward to coming back next year. The Atlanta Project is the type of program that will help the city of Atlanta one day achieve it's goal of a modern day utopia. The key is their philosophy in educating citizens in repairing themselves and maintaining their communities instead of offering quick fixes like food stamps, soup kitchens, and homeless shelters. I only recommend a few changes for the Atlanta Project/Therrell High School program. First, let the students come to our college for events so they can get a feel for things on a college campus. Another recommendation is to open up the requirements not only for Sophomores at Therrell, but allow junior and especially seniors to participate in the mentoring program. Lastly, extend the time we spend with the students because the time we are presently allocated is not enough time.

Ian S. Blakey, Wesley Community Centers Inc.
"Prior to volunteering with Wesley Community Center, I possessed little appreciation for community service. I did not develop admiration or displeasure concerning this opportunity, it was just sort of **nonexistent**. This was a wasteful attitude, considering society's dire need for complex thinking and committed assistance." The community service experience has been priceless. Wesley Community Centers offers a variety of services to those who are in need. They provide home repairs for the elderly, camping activities for children, and many other programs. I was shocked at the committed attitude the personnel staff displayed involving their occupation. One could actually conclude that they were warm, considerate people who care greatly about the condition of humanity. The community service experience has set me on a quest to find out what will be my role in the positive change for the world.
"One should not consider that is not how much one can benefit from an occupation

that is important, but how effectively he/she is able to make a positive difference in the environment and in the lives of others that surround him by choosing a rewarding occupation".

Keesha Williams, Phyllis Wheatley YWCA
"Before I started community service I was not interested. As soon as I entered the door and saw the children something happened, **my heart started to beat very fast.** From that point on I knew that I was in for something challenging. The challenge was the children." After working for a few days I started to feel loved, wanted, and very important to the children. I would come everyday and never wonder about getting paid. I loved the feeling of just being there. The feeling is hard to explain and it's a feeling that won't go away. Community Service has been a great challenge for me, and has also been very rewarding. There are also many factors that came from doing community service. It has taught me many things that I didn't know, such as being more responsible, and respecting other people's space and feelings. My rating for Phyllis Wheatley is an A+. They deserve this rating based on many factors. The agency does a very good job with the children as Child Caregivers. They give the parents the satification that their children are safe while they are at work. The agency is very reliable and trustworthy.

Winston Tomlinson, Catalyst Program
"My Community Service experience was beneficial to me. Working with children at the Catalyst Program made me realize more than ever I want to become a teacher". I learned how to handle certain behaviors in dealing with different situations. I also learned how to help children realize how much fun learning can be. Working with the Catalyst Program was a very smart choice that I made, it made me really want to major in the field of Early Childhood Education. My community service manager was respectful and a pleasure to work for.

Jason Rankins, Capitol Area Mosaic (CAM)
"My pre-experience attitude for volunteering to help children was negative. I didn't think I worked with children. I thought getting their attention and cooperation would be an unbearable hassle forme. After volunteering, my attitude has made a 360 degree change". It wasn't too difficult for me to get the children's attention. I just had to gain their respect first. Capitol Area Mosaic does an excellent job following their curriculum and plan for students. My community service experience was wonderful. CAM planned programs by employers are executed in an excellent manner.

Cozetta Streeter, Oglethorpe Elmentary School (After School Program)
"When I first decided to work with children, I had doubts because I did not know if I could handle it". The though of Elementary school made me think of the bad kids I see running around the grocery store, or the loud kids jumping about in the library, and the sarcastic little kids going for walks and making fun of people. My first day I was assigned to work with Shatika Brown, she was a cute little girl with a personality you could love. She loved telling people what to do, and acted as if she was the big sister to everyone and sometimes even me. I am very proud to say I enjoyed my service and plan to continue working with the kids. I have become attached to them. I plan to watch and guide them every step of the way. I commend the Oglethorpe staff and students, and applaud the After School Program.

COMMUNITY SERVICE-LEARNING
Post-Assessment

Using the following scale, circle the number which best represents your response.
(5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree)

1.	I learned a lot by doing Community Service.	12345
2.	I developed useful skills through Community Service.	12345
3.	I better understand the problems of the community by doing Community Service.	12345
4.	I would do Community Service even if it were not required.	12345
5.	Students should be required to do Community Service in order to graduate.	12345
6.	I feel college students should be expected to fulfill Community Service-Learning requirements	12345
7.	I should give service where it is needed rather than wait on others to do so.	12345
8.	As a citizen, it is my duty to become involved in civic activities	12345
9.	Students who performed Community Service-Learning should be recognized.	12345
10.	Instructors should be able to require Community Service as part of class assignment.	12345
11.	The people in the community seemed to take an interest in community affairs.	12345
12.	I felt that people who are in need of social assistance are pinpointed as societies criminals and burdens.	12345
13.	This community offers enough activities for its residents.	12345
14.	You can purchase most goods and services in this community.	12345
15.	I felt safe in this community.	12345
16.	People seemed to care about the appearance of this community.	12345
17.	I felt responsible for communities outside of the one in which I live.	12345
18.	College students can make a difference in the community.	12345
19.	As a citizen I felt our welfare systems is a contributor to the need for Community Service.	12345
20.	If I had a choice, I would still participate in Community Service-Learning activities.	12345

_____ _____ _____
(Name) (Instructor) (Male/Female)

Ethnic Origin [ ] African-American [ ] Asian/Pacific Islander [ ] Caucasian
[ ] Hispanic/Latino [ ] Native-American/Alaskan Native [ ] Multi-Racial [ ] Other _____

MORRIS BROWN COLLEGE
PROJECT ROC: RECLAIMING OUR COMMUNITY
AGENCY EVALUATION OF STUDENT

NAME OF STUDENT_____

SOCIAL SECURITY NO._____

DATES OF COMMUNITY SERVICE _____ **TO** _____

SPECIFIC ASSIGNMENT(S)_____
_____
_____
_____

****

EVALUATION

****

STUDENTS ARE TO RECEIVE A RATING OF 1 TO 10 ON EACH COMPONENT (WITH 1 AS THE LOWEST RATING AND 10 AS THE HIGHEST.)

	RATING
A. ATTENDANCE	____
B. PUNCTUALITY	____
C. WORKS WELL WITH OTHERS	____
D. FOLLOWS INSTRUCTIONS WELL	____
E. ACCEPTS SUPERVISION WELL	____

WRITTEN COMMENTS:_____
_____
_____
_____
_____
_____

MORRIS BROWN COLLEGE
PROJECT ROC: Reclaiming Our Community
STUDENT EVALUATION

Student_____ **Instructor**_____
Agency_____ **Course Name** _____

PLEASE CHECK THE SCALE THAT BEST REPRESENTS YOUR RESPONSE

1. I enjoyed my community service-learning experience.
____Strongly Agree ____Agree ____Undecided ____Strongly Disagree ____Disagree

2. The agency provides a needed service for the community.
____Strongly Agree ____Agree ____Undecided ____Strongly Disagree ____Disagree

3. I believe the work I did had a positive impact on the community.
____Strongly Agree ____Agree ____Undecided ____Strongly Disagree ____Disagree

4. MBC should continue to maintain a community partnership with this agency.
____Strongly Agree ____Agree ____Undecided ____Strongly Disagree ____Disagree

5. The support/assistance I received from my community service-learning site assisted me in completing my service hours.
____Strongly Agree ____Agree ____Undecided ____Strongly Disagree ____Disagree

6. I will stay active in community service-learning through other avenues i.e. organizations.
____Strongly Agree ____Agree ____Undecided ____Strongly Disagree ____Disagree

7. The community services I rendered were directly related to my major field of study.
____Strongly Agree ____Agree ____Undecided ____Strongly Disagree ____Disagree

8. The site supervisor helped me achieve my service and personal objectives.
____Strongly Agree ____Agree ____Undecided ____Strongly Disagree ____Disagree

9. My general perception towards the need of community service-learning has changed for the better.
____Strongly Agree ____Agree ____Undecided ____Strongly Disagree ____Disagree

10. I will continue to engage in community-service learning projects beyond my course requirement with this agency.
____Strongly Agree ____Agree ____Undecided ____Strongly Disagree ____Disagree

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On a rating scale, please rate the overall service of your community-service learning agency.
(5=Excellent, 4=Good, 3=Average, 2=Fair, 1=Poor)

Rating _____
COMMENTS/SUGGESTIONS:

RECOGNITION

STUDENT RECOGNITION

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FACULTY RECOGNITION

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SOURCES

Journal Reflection: A Resource Guide For Community Service Leaders And Educators Engaged in Service Learning; Suzanne Goldsmith, The American Alliance for Rights and Responsibilities Washington, D.C.

Expanding Boundaries: Service and Learning; Corporation for National Service

Service-Learning Reader, Reflections and Perspectives on Service Edited by Gail Albert and the Staff of the Center for Service Learning, University of Vermont, A Textbook Published by the National Society for Experiential Education

Service Matters: A Sourcebook for Community Service in Higher Education, Campus Compact; The Project for Public and Community Service; Hundreds of Model Service and Service Learning Programs Nationwide Trends and Statistics Service Resources 1996

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